

Texas Education Agency Standard Application System (SAS)

2018–2019 Technology Lending		
Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section 32.301	FOR TEA USE ONLY Write NOGA ID here: Place date stamp here.
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, February 6, 2018	
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

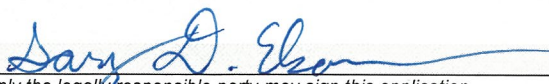
Schedule #1—General Information

Part 1: Applicant Information				
Organization name	County-District #			Amendment #
Chico ISD	249904			
Vendor ID #	ESC Region #			
	11			
Mailing address	City	State	ZIP Code	
PO Box 95	Chico	TX	76431-0095	
Primary Contact				
First name	M.I.	Last name	Title	
Gary	D	Elsom	Superintendent	
Telephone #	Email address		FAX #	
940-644-2228 x0	delsom@chicoisdtx.net		940-644-5642	
Secondary Contact				
First name	M.I.	Last name	Title	
Maury		Martin	Federal Programs Coordinator	
Telephone #	Email address		FAX #	
940-644-2228 x1014	mmartin@chicoisdtx.net		940-644-5642	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Gary	D	Elsom	Superintendent
Telephone #	Email address		FAX #
940-644-2228 x1250	delsom@chicoisdtx.net		940-644-5642
Signature (blue ink preferred)		Date signed	


 Only the legally responsible party may sign this application.

2-5-2018

701-18-103-136

Schedule #1—General Information

County-district number or vendor ID: 249904

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, **the application will be disqualified.**

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 249904

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
x	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
x	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
x	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
x	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 249904

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
2.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
3.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
4.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
5.	Total direct costs:		\$	\$	\$	\$
6.	Indirect cost (%):		\$	\$	\$	\$
7.	Total costs:		\$	\$	\$	\$

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 249904

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Grades 1st – 12th will be served by this grant.

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

Chico ISD is located in the heart of North Texas between Wichita Falls and Fort Worth. Chico ISD is a rural school district with a student population of 591 students with 59% being economically disadvantaged. At Chico ISD we have adopted a strong commitment to excellence and we are striving to continue to provide everything necessary for our students to succeed. We know that technology plays a large part in the education system in the 21st century. We as a district believe it is essential to keep our district's evolving technology current with today's technology needs. Our school district has a robust network with fiber connections between all our campuses. We currently have 200 MG of internet access of which we average 100 MG during the day with peaks at 150 MG at times. Our ISP contract allows us to increase our bandwidth as needed. We have 43 access points strategically placed throughout the district with planned additional access points.

Chico ISD is home to a lot of transients families, economically disadvantaged families, and remotely located families within our school district boundaries. Internet access for our remotely located families may be costly and difficult to obtain due to our rural location. Our economically disadvantaged families who do not have internet access at home find it hard to compete with the growing technology driven lifestyles. The local families rely heavily on their cell phone data to supply the whole family with internet access to complete their school assignments at home. In addition to the lack of home internet our district sees a need to build the foundation of technology to prepare our students for the future of online state testing. Currently our scores have indicated that our students are not well prepared by the third grade for online state testing. In order to better prepare these students we must evaluate the technology being utilized in the grades below.

To provide internet access to our diverse community we are looking towards a Mifi internet access to give our students the opportunity to complete student centered technology assignments at home. A Mifi connection will allow a student to connect to the internet using a similar mobile connection like their everyday cell phones. In today's education system, we are seeing a new form of learning where the student is the leader and the teacher is the facilitator. With this new style, technology plays a more important role not necessarily for just the teachers but for the newly acquired student leaders. This requires more student collaboration peer to peer and staff to student. Along with the new learning styles, we are also seeing a transformation from written textbooks to online digital copies. Students are slowly being required to view all their course materials in online learning management systems. With this change, brings a whole new level of training needed for our younger grades. In order to better prepare the students for the future of online classrooms that they will begin to see in 3rd grade, we need to start them younger with simple learning management systems they can run successfully from chromebooks. Putting an electronic device in the hands of a 1st or 2nd grader is a technology move that will help promote success in our older grades because it starts them on the path to learning the new online educational capabilities.

Our students and parents will be required to attend a training on the acceptable usage of the Mifi's as well as sign an AUP before chromebook and Mifi's distribution. A secure check out procedure will be put in place to insure the Mifi's are accounted for at all times. The Mifi's and chromebooks will be added to the on going technology inventory database which is maintained by the Technology Director at Chico ISD. The chromebooks will also have a web based filter that will only allow the students to access grade appropriated internet content only. The security and maintenance of our devices plays an important role in maintaining a high level of student accountability with technology devices at our district. We believe student internet safety is highly important for their success in online student learning.

Chico ISD has a Instructional Technologist who works with the teachers to help bring their classrooms towards modern day teaching styles. Today's teachers appear to be fearfully of change when in truth they are willing to embrace it if given the support they need along the way. At our district we have someone put in place to aid the teachers towards the newer learning styles like blended classroom, collaboration learning, project based learning, and the flipped

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 249904

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

classroom model. Our classrooms have thrived with the change towards more student centered engagement and with added technology they will continue to move towards classrooms that promote student involvement. We believe as a district that technology can enhance learning in the classroom and help bring more real world problems to our students. Chico ISD plans to continue to promote the use of technology in the classroom and incorporate the new styles of learning to help bridge the gap between our secondary education and college level learning.

With the implementation of the Mifi internet devices and chromebooks, we plan to see vast improvement throughout our district. Through the new online learning management systems, we will see an increase in digitally created and submitted assignments, an increase in online formative assessments, and the online state testing scores will benefit from this change. Our teachers will have more opportunities to create and share digital lessons and the students will be able to collaborate with their peers beyond our school walls in order to complete their digital assignments. During the implementation process, we will pull data from our online curriculum based software to monitor the success of our Mifi and chromebook devices. Through usage reports, we can monitor the after school activity to compare to the online classroom formative assessment. With this information we can coorelate the success of improved test scores and addititonal online software usage.

In this grant, we are requesting funds to purchase 50 touch screen chromebooks for first grade, 50 touch screen chromebooks for 2nd grade, a three year warranty for all these purchased chromebooks, and 40 Mifi internet access devices. At Chico ISD we take pride in being fiscally responsible with how we spend our budgeted money. We feel the above purchases will help to improve the classroom technology of our district. At Chico ISD we believe technology plays an important role in student success and with this grant we will prove the long term success of having internet access in the student homes. After the grant has expired we will have data driven evidence that displays student use at home and its positive influence in the students overall education. This will promote the budgeting of the Mifi's devices in the years to come. Furthermore, the chromebooks as part of the technology equipment inventory will be refreshed in the chromebook refreshment cycle that occurs roughly every three years.

We are grateful for the opportunity to share our technology plans to help improve our student education at Chico ISD. If awarded we will make it our mission to document each step of the process and be willing to share with other school districts how we improved student technology usage. Thank you for considering Chico ISD for the Technology Lending Grant.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 249904	Amendment # (for amendments only):
Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section, 32.301	
Grant period: May 1, 2018, to August 31, 2019	Fund code: 410

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$9000.00	\$	\$9000.00
Schedule #9	Supplies and Materials (6300)	6300	\$	\$	\$
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$38,500.00	\$	\$38,500.00
Total direct costs:			\$	\$	\$
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$	\$	\$40,316.24

Administrative Cost Calculation

Enter the total grant amount requested:	\$
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result.	\$
This is the maximum amount allowable for administrative costs, including indirect costs:	\$

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID:		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Warranty for 3yrs for Chromebooks	\$9000.00
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
a. Subtotal of professional and contracted services:		\$9000.00
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a and b) Grand total		\$9000.00

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID:		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$
Grand total:		\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID:		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6400	Operating costs that do not require specific approval:	\$
Grand total:		\$

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID:			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
66XX—Computing Devices, capitalized				
1	Chromebooks (Touchscreen)	100	\$295.00	\$29,500.00
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
66XX—Software, capitalized				
11			\$	\$
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
66XX—Equipment, furniture, or vehicles				
18			\$	\$
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	358	58.88%	
Limited English proficient (LEP)	53	8.72%	
Disciplinary placements		%	
Attendance rate	NA	%	
Annual dropout rate (Gr 9-12)	NA	%	

Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type:		x Public		<input type="checkbox"/> Open-Enrollment Charter				<input type="checkbox"/> Private Nonprofit		<input type="checkbox"/> Private For Profit			<input type="checkbox"/> Public Institution		
Students															
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
34	38	47	51	40	50	36	39	54	43	42	39	47	31	591	

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The following activities were conducted to analyze the needs of our district: individual and group interviews with stakeholders including administrators, teachers, parents and students; student surveys to determine internet access at home as well as who has access to technology devices; STAAR test scores and TPRI scores; teaching strategies presently utilized and those that can be utilized if the technology was available; and course offerings at our High School for students to meet a HB5 graduation requirements and the distinguished level of achievement diploma. This needs assessment process systematically reviewed current practices, processes and systems as well as the state of current student achievement and academic goals for our students.

Like other small schools, student enrollment is imperative to our survival. Our academic achievement is viewed by parents and is used in the decision making on whether or not to send their child to our district or one of the larger neighboring districts. So the first need we identified is to improve student achievement in Reading so that our students are not performing below state average. Online supplemental, including ebooks which accompany newly adopted textbooks, can be used to provide our students interactive lesson enhancements and digital enhancement opportunities. However, due to the lack of personal computing devices for each student, our students are unable to utilize these key instructional components as well as instructional software purchased by district.

As a 59% Economically Disadvantaged area, according to our Bright Byte survey, 33% of our students do not have Internet Access in their homes. In addition due to our rural location the availability of reliable Internet Access to the home is limited and very costly. As a result 33% of our students do not have Internet Access at home. So our second identified need is to provide opportunity for students to connect to the Internet at home to complete assignments, work on projects, and collaborate with their teachers and peers.

As new teachers enter our district and as our veteran teachers attend professional development on new instructional strategies, they become very frustrated because they are unable to implement teaching strategies such as the Flipped Classroom, Blended Learning and collaborative learning, just to name a few. Our third identified need is to provide the technology resources so that our students can participate in lessons that can be customized to their learning style and progress.

In grades 9-12 Chico ISD has students enrolled that have transferred from other districts. When they arrive at our district, they are missing some credits to graduate with their class. We also have students enrolling in our district who have completed half of their second language requirement (ie: sign language), and Chico ISD does not have a staff member who can offer the required second year. We are in need of individual computing devices so that our transfer students can take on line courses to complete required graduation requirements. In conducting our needs assessment process, this surfaced as our fourth greatest need not only to maintain our graduation rate for accountability purposes but also to afford these students the opportunity to graduate with their classmates despite their families mobility.

Due to the limited teaching staff at Chico High School, we do not offer the following upper level courses: Calculus, Trigonometry, IPC (Integrated Physics and Chemistry), In addition, we do not have a certified Spanish Teacher on site. So our fifth need is a way to offer these courses to our students so that they have access to the five associated endorsements (ie: STEM) which is required for the distinguished level of achievement. As our school leaders are under pressure to cope with diminishing resources and higher expectations, we know that technology is the answer and the future. Our students can utilize on line courses to complete graduation requirements.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Increase Reading scores as assessed by the 3 rd Grade STAAR test. Our percentage of 3 rd grade students who meet or exceed progress on the Reading & Math assessment last year was 59% for Reading and 55% for Math, below the state average of 73% and 78%.	Digital applications enable students to learn concepts in a visible/tangible way, promoting retention and improving assessment. Grant funds would allow our students to have access to interactive personal tutors, step-by-step guidance, and personalized education, all of which supports struggling students. Digital learning tools will allow our students to excel at their own learning level, and gives teachers the time to work individually with students.
2.	Provide access to a personal computing device and home internet access for students to complete instructional course work and to enhance their instruction even after school hours.	Understanding that the Internet allows students to gain insight to resources and information that will help them gain a better understanding of subject matter, grant funds will be used to provide our students with personal computing devices and home access. This will equalize the playing field and will allow students the advantage of increased learning opportunities.
3.	Offer the technology tools necessary for instructional staff to change and modernize their classroom to include opportunities to utilize instructional methods including but not limited to: Flipped Classroom, Blended Learning and Collaborative Learning.	Technology requested will allow our teachers the ability to present information in multiple formats and media. As our teachers have access to increased flexible teaching methods they can reach diverse learners and improve student performance. In addition a submission of electronic documents cuts school costs on paper and other materials. Cost benefits aside, students say they enjoy the benefits of blending both on line and in class learning styles.
4.	Provide online access (even after hours) to transfer students so that they will have access to required classes needed for graduation so these students can graduate with their class – not held back a year because of family mobility.	With a personal device and Internet access, transfer students can complete required coursework for graduation. These grant funds would also allow these students to participate in electives and extra-curricular activities with their peers which data indicates is vital in decreasing the dropout rate of these students who may be behind their classmates in credits. By reducing the drop-out rate, Chico ISD's accountability rating would increase.
5.	Offer on line Spanish as well as dual credit course completion and upper level math and science offerings to meet the requirement of HB5 and the course endorsements so that Chico ISD students can graduate with the Distinguished Level of Achievement designation.	Grant funds will give all students the ability to take required coursework to graduate with their classmates and meet HB5 requirements including the Distinguished Level of Achievement designation. In addition grant funds will allow all of the students who are enrolled in Spanish via our online program to complete required coursework after hours which at the present time is a luxury for only some of our students who have their own computing device and internet access at home.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan					
County-district number or vendor ID:				Amendment # (for amendments only):	
Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
#	Title	Desired Qualifications, Experience, Certifications			
1.	Grant Coodrinator	Must have at least 10 years in school administration. This person must have experience in supervising personnel, developing and overseeing budgets, evaluating personnel and projects and monitoring and adjusting programs to assure success. This also our Testing Coordinator.			
2.	Technology Director	Ttechnology Director will provide technical support. She must have knowledge on the configuration & troubleshooting of equipment, access points & personal computing devices.			
3.	Business Manager	This person must posess at least 10 years with extensive knowledge on bidding and procurement laws & organizational skills to keep purchase orders, inventory records, and insurance up to date.			
4.	Academic Services Coordinator	Academic Services Coordinator must have at least 20 years of experience. Must possess knowledge in: identifying credit recovery needs for transfer students, assisting students with enrollment and online courses, and with evaluating testing results.			
5.	Instructional Technologist	She must have at least 5 years of experience. She will work with staff on integrating technology into their classrooms and work with students on technology related projects and assignments.			
Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
#	Objective	Milestone	Begin Activity	End Activity	
1.	Plan for the implementation of the grant	1. Develop policies and procedures including AUP	05/01/2018	07/31/2018	
		2. Determine student eligibility	08/01/2018	09/30/2018	
		3. Develop a Technology Lending Committee	05/01/2018	05/15/2018	
		4. Project Dir will explain expectations and procedures	05/15/2018	05/30/2018	
		5. Provide PD for teachers	08/01/2018	05/31/2019	
2.	Prepare equipment and check out equipment	1. Develop Specs, receive bids, and award	05/01/2018	06/30/2018	
		2. Barcode and Inventory Equipment	07/01/2018	07/31/2018	
		3. Prepare and distribute equipment	07/01/2018	07/31/2018	
		4. Hold orientation meeting for families	08/01/2018	08/15/2018	
		5. Collect AUP's and check out equipment	08/01/2018	08/15/2018	
3.	Implement grant objectives and monitor progress	1. Instructional Tech assists teachers & students	08/13/2018	05/31/2019	
		2. Monitor Student Progress	08/15/2018	05/31/2019	
		3. Monitor Student Data Usage Reports	08/15/2018	05/31/2019	
		4. Principals conduct walkthroughs and adjust	10/01/2018	12/31/2018	
		5. Hold committee meetings and adjust as needed	05/15/2018	06/15/2019	
4.	Evaluate effectiveness	1. Increased student achievement on Reading & Math	10/01/2018	05/31/2019	
		2. Evaluate Ec-Disadvantage Student Progress	10/01/2018	05/31/2019	
		3. Evaluate Course Completion for Transfer Students	12/31/2018	06/15/2019	
		4. Evaluate # of students with distinguished degrees	05/31/2019	06/15/2019	
		5. # students utilizing new instructional techniques	10/01/2018	05/31/2019	
5.	Check in equipment and prepare for the next school year	1. Conduct inventory of incoming devices	05/31/2019	06/15/2019	
		2. Prepare devices for use for the next year	06/01/2019	08/15/2019	
		3. Repair / Replace as needed	06/01/2019	08/15/2019	
		4. Secure equipment	06/01/2019	08/15/2019	
		5. Determine new student eligibility	08/01/2019	08/30/2019	
Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.					

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Presently, Chico ISD utilizes Site Based Decision Teams to monitor the attainment of goals and objectives. If awarded this grant, the grant coordinator would immediately set up a Technology Lending Committee composed of himself, students, teachers (including the Reading and Math department heads), Technology Director, Instructional Technologist, Academic Services Coordinator and parents so that Chico ISD staff can monitor this project on an ongoing basis. He will be committed to utilizing feedback received for continuous improvement. Since we are a small district, feedback to the grant coordinator from the campus level can be readily obtained. This new committee would meet on a weekly basis for the first 60 days of the grant period and then monthly after that time frame. During this meeting, the grant coordinator will have at minimum on the agenda the following items: What is going well? What obstacles have you encountered? What improvements can be made to existing policies and procedures? This committee will devote time during each meeting to discuss how the equipment are being implemented in an effort to meet grant objectives. The grant coordinator will discuss during monthly faculty meetings the committee findings and recommendations as well as changes that will be implemented in an effort to keep other administrators and teachers apprised on the progress of meeting grant objectives. Changes, updates, and progress of grant objectives and timelines will be communicated to students, parents, and members of the community via updates to our District's webpage as well as during teacher / parent meetings. The Technology Director serves as the District's webmaster. Since she is on our Technology Lending Committee she will have access to current information and updates for posting. In addition she will utilize Social Media outlets such as Facebook and Twitter as communication tools for students, parents and community. Since our goals include seeing a continuous improvement in our 3rd grade Reading and Math test scores, benchmark tests will serve as a monitoring indicator. Upon completion of benchmark tests, the department heads will distribute these results with the Technology Lending Committee. They will bring to the table any modifications/adjustments that need to be made so that students are utilizing all components of the supplemental math instructional materials and the online tools.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Chico ISD has been fortunate in having school leaders who realize that technology is a powerful force for educational equity. To date we have implemented a 1:1 initiative in grades 6 through 12. Technology equipment is available in the classrooms in all grades of the Elementary. We have not addressed or provided Internet Access at home for any of our students. Therefore, we are requesting grant funds to begin our 1:1 initiative at the Elementary and funds for MiFi's for Internet Access at home. Commitment to this grant has already been given by the Superintendent and Building Level Principals who have signed a Letter Of Commitment which includes their backing in making this grant project a success. We understand that when you help people realize the personal benefits they can get from participating in a project, you increase their commitment and therefore the chances the project will be successful. During staff meetings time will be devoted for the sharing of the situation (i.e. low test scores) that led to this project. If staff does not see the need for this project, the commitment for success will not be there. Therefore, staff will then be given the opportunity in the following meetings to identify personal career goals (i.e. learning how to integrate technology into their lessons) that they may realize from the success of this project. As an added benefit and incentive for staff to remain committed to the project's success, staff will be given release time (substitute provided for them) so that they have the time to participate in activities such as staff development to learn technology integration techniques and skills which will benefit them as a classroom teacher utilizing new instructional tools in their teaching and providing more interaction for their students. All staff members will be encouraged to provide feedback to our Technology Lending Committee so that concerns/problems are addressed in a timely manner. Chico ISD Superintendent has committed local funds to provide these staff members with additional instructional tools (not funded by this grant – but will maximize the effectiveness of grant funds) that the success of this project will be assured. The success of this project will depend on the organization of the program and the usage of the computers. If we can insure these priorities, we will maintain commitment to this project's success.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #15—Project Evaluation			
County-district number or vendor ID:		Amendment # (for amendments only):	
Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	3 rd Grade STAAR test results in Reading and Math	1.	STAAR testing results meets or exceeds State average 3 rd Reading & Math
		2.	Increase # students receiving commended performance on STAAR
		3.	Readiness of incoming 1 st and 2 nd Graders to do well on the STAAR test.
2.	# of Students who checked out and utilized the MiFi's	1.	Check Out Log indicates consistent usage of MiFi's aligned with lessons
		2.	Usage Reports show students utilizing devices for Tech based projects
		3.	# of collaborative learning activities completed online by students
3.	10% increase in classrooms utilizing digital content in lieu of textbooks	1.	Software utilization logs analyzed and showing the 10%+ increase
		2.	# of teachers utilizing the Flipped Classroom approach
		3.	# of online submissions of electronic documents by students
4.	# of students completing online course work required for graduation.	1.	Increase number of students compleing online coursework
		2.	Increase number of students graduating with their peer and on schedule.
		3.	District fulfilling all HB5 requirements
5.	# of students receiving graduation endoresements	1.	25% of students meeting the Distinguished Level of Acheivement
		2.	Increased # of classes completed which are not offered by Chico ISD
		3.	All enrolled in Spanish have access to technology for after hours work
Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
<p>Chico ISD is prepared to deal with any policy issues that may arise during the program. The Technology Lending Committee will develop and refine policies. This committee will discuss the strengths (What is going well?) as well as the weaknesses (What obstacles have your encountered? What improvements can be made to existing policies and procedures?) of the program. Documentation of the results and/or changes made by this committee will be communicated to all stake holders. Strategies will be put in place that accommodate flexible implementation and will include time for collaboration, adjustments and feedback during the project. Key to our formative evaluation process is benchmark testing. These results will be utilized to assess instructional changes that need to occur in the classroom. Positive results will be used as an indicator of successful practices that were implemented that have made a difference in student achievement. Key to our summative evaluation are several key components including 3rd Grade Reading and Math scores as assessed by the STAAR exams and TAPR, the number of students successfully completing coursework and graduating "on time", and the fulfillment by Chico ISD of all of the program requirements in HB5 including the Distinguished Level of Achievement. This data will be obtained from our Grant Coordinator who also serves as the District's Testing Coordinator. As devices are placed in the hands of students, it is imperative that the students' usage on these devices is monitored on a regular basis and accurate checkout records are logged so that we know the number of participants served. Following our Acceptable Use Policy and Student Handbook, students who have accessed non-educational sites or downloaded non-educational materials will be disciplined according to these policies. In addition, if changes need to be made to these documents due to unexpected student activity, we will do so immediately. If walk-throughs by the building-level principal or submission of lesson plans indicate that the teacher is rarely utilizing online technology resources to supplement and enhance their instruction, additional staff development will be provided. If utilization or electronically submitted lessons do not increase after training, corrective action will be taken. Our Academic Services Coordinator will work diligently to make certain students are enrolled in required online courses for graduation. She will also collect the data required for the summative evaluation as well as monitor progress of students enrolled so that corrective action can be taken before these students drop or fail the online class and/or course. She will also monitor attendance data verifying that newly acquired technology is leveling the playing field for all students.</p>			

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID:	Amendment # (for amendments only):
Statutory Requirement 1: Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
<p>Chico ISD's staff and administrators know that technology allows teachers to personalize education for more and more students. Teachers can track progress in real time and not have to guess as to what is actually being learned. Technology offers children the opportunity to work at their own pace, pursuing their own interests and passions. We have been fortunate in that administrators have utilized IMA funds as well as local funds so that Chico ISD has a 1:1 initiative of Chromebooks for grades 6-12 that are issued and appropriate AUP's signed by parents and students that allows them to be taken home. While at home not all students have access to the Internet. At the Elementary Level technology is available in the classrooms, iPads for grades PK-2 and Chromebooks for grades 3-5. These devices remain in carts where students are responsible for returning devices at the end of the day and ensuring the device is plugged in to charge. The devices remain on campus and do not go home with students. Internet access usage reports indicate that Chico ISD has more than adequate bandwidth to meet the present needs as well as the expected need as more devices are added.</p> <p>IMA funds are being used to fund a previous one to one initiative through a lease purchase agreement. It is also funding curriculum purchases in multiple classrooms. We do not have the funds in IMA to fund this purchase. Local district funds are being used to fund infrastructure improvements such as wireless nodes and switch upgrades. The cost for these upgrades will be in the \$20,000.00-\$30,000.00 range when it is completed.</p>	

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID:

Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Chico ISD will ensure that the funds received for this lending program are aligned with our current curriculum, instruction, and classroom management policies and/or practices so that the following instructional strategies can now be fully implemented:

1. Blended Learning - The strategy of blending online learning with school-based instruction will be utilized to accommodate students' diverse learning styles and to enable them to work before or after school in ways that are not possible with our traditional full-time conventional classroom instruction. Online learning has the potential to accelerate the rate of learning, to take advantage of learning time outside of school hours, and to reduce the cost of instructional materials, all leading to better utilization of teachers' time.
2. Collaborative Learning - Collaborative learning is a method of teaching and learning in which students team together to explore a significant question or create a meaningful project. With a one-to-one initiative, students at Chico ISD can discuss a lecture or work together over the Internet on a shared assignment. Collaborative learning activities provide the creative teacher with options that are important for a student-centered, active learning classroom.
3. Project-Based Learning – Otherwise known as “learning by doing” is considered an alternative to the paper-based, rote memorization, teacher-led classrooms. Proponents of project-based learning cite numerous benefits to the implementation of these strategies in the classroom including a greater depth of understanding of concepts, broader knowledge base, improved communication and interpersonal/social skills, enhanced leadership skills, increased creativity, and improved writing skills.
4. Flipped Classroom – The flipped classroom is a form of blended learning in which students learn new content online by watching video lectures, usually at home, and what used to be homework (assigned problems) is now done in class with teachers offering more personalized guidance and interaction with students instead of lecturing. The concept is very sound and allows our teachers to more efficiently use the fact-to-face time they have with students.

With the addition of the Instructional Technologist, teachers are getting the additional instruction of how each of the above processes works and it is important that the teacher is successful in implementation to create the desire to continue to use the new found methods. As teachers find the method(s) that are most comfortable with it is vitally important that the Technology Department is able to offer the most up to date technologies to support them. This technology includes but is not limited to: enough bandwidth for the staff and student use, the ability of all students being able to complete the assignments, whether on campus or off campus and collaboration with peers and teachers. After the new technology is implemented, student engagement will follow because students are eager to learn using technology. If Chico ISD is awarded the grant, the students would have the opportunity to check out the MiFi's to allow the completion of assignments while not on campus enable the students who do not have internet at home to be able to complete the same assignments and collaborate with peers and teachers. This creates endless possibilities for teachers to assign lessons and projects to be done after school hours. In addition a number of Chico ISD's purchased software packages have at home modules and additional lessons that can be assigned to be done at home and submitted digitally. There will be an increase in work that is turned in digitally and on time.

Chico ISD strives to offer the most advanced courses possible. Providing Dual-Credit, College Classes, Credit Recovery, and due to no Spanish Instructor on site, Chico ISD offers Spanish on line. The success of our students and these programs requires the all studentds have access to the internet, both on and off campus. If the student falls behind it is hard to get caught up while at school and if they don't have internet at home they stay behind. It is important that all students have access to Internet off campus and having access to check out a MiFi allows all students the opportunity to succeed in all classes.

It is the mission of Chico ISD to prepare our students for the STAAR test and beginning in 1st grade and continuing into 2nd grade the students learn some of the concepts each year necessary to master the 3rd grade STAAR test. These concepts are reinforced when they are in 3rd grade not having to be retaught. Implementing Chromebooks in 1st and 2nd grade with the comprehensive Reading and Math programs available will allow students to learn concepts at a earlier age and they can be mastered sooner offering an opportunity for the student success as they take the 3rd grade Reading ad Math STAAR tests.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

TEA Program Requirement 2: Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In so many ways, technology is a powerful force for educational equity. That fight—to give every child regardless of zip code or family background—access to a world-class education is what drives so many of us every day. Technology can level the playing field instead of tilting it against low-income, minority and rural students—who may not have devices or Internet access at home. Technology opens doors for all students as long as we make sure that the students most in need have access.

If awarded this grant, Chico ISD would implement a multi-step process before providing internet access to our students' homes. The first step would be to have our students with one of their parents attend an appropriate technology usage program where the school would outline the appropriate MiFi usage and the proper care of a computing device. The school would inform the students and parents of the consequences of inappropriate technology use and the cost of repairs due to neglect. After this step the students and their parents would be required to sign a Technology Lending Agreement which will include the parents address and phone numbers for contacting purposes. This agreement is a binding contract that outlines the expectations and rules for the device to be taken off campus. Only students who have mastered the Digital Citizenship strand for their grade level of the Technology Applications TEKS will be eligible to sign this agreement. The Technology Lending agreement states the purpose of this program, proper usage and consequences, return dates, late fees, liability for loss or damages and school policies. After this paperwork is signed and on file along with the signature page from the Acceptable Use Policy, the student will be issued a Technology Use Card, Black and Gold Cards will be issued with the Gold Card being the designation for the Economically Disadvantage. Only the Technology Department will be aware of the card distinction. Any student in grades 1st through 12th can check out a device, with priority given to the students with the greatest need, the Gold Card. The device is checked out to the student and logged in the MiFi checkout book with dates checked out and returned. It will also requires a student signature on sign out and return. Should two students request the only available MiFi, the Instructional Technologist will examine the Technology Lending card issued, with the Gold card receiving preference and determine the student with the greatest need. . With these hot spots, the students will be able to receive internet access at their homes as well as remote locations. These MiFi's must be checked back in on the return date assigned. With these MiFi's, the students will be able to receive internet access at their homes as well as remote locations. Knowing that this one-to-one initiative opens the door to inappropriate use of this technology, Chico ISD will utilize our existing content filter. Securly Content Filter, which is in place to filter the current Chromebooks both on and off campus will remain in place and used with newly acquired devices. Since we have two bus routes in which students must ride for more than an hour we are also requesting grant funds to purchase MiFi devices for those bus routes.

1st and 2nd Grade Chromebook Devices will be barcoded and inventoried. They will be assigned to 1st and 2nd grade students after the appropriate AUP is signed by parents. The students will be given instruction on proper usage and care of the devices. Instruction of age appropriate Technology TEKS will be done by the Instructional Technologist and the TEKS will be mastered within the first 6 weeks of school to understand the importance of Technology use at school to begin the implementation of Flipped Classroom, Blended, Project Based and Collaborative Learning at an earlier age.

As a community outreach Chico ISD will investigate the possibility of the offering GED and ESL classes to adults in our community who need help in these areas. If, after attending an appropriate technology usage program where they receive an outline the appropriate MiFi usage and the proper care of a computing device. They would be informed of the consequences of inappropriate technology use and the cost of repairs due to neglect. After this step they would be required to sign an Adult Technology Lending Agreement which will include address and phone numbers for contacting purposes. This agreement is a binding contract that outlines the expectations and rules for the device to be taken off campus. The Adult Technology Lending agreement states the purpose of this program, proper usage and consequences, return dates, late fees, liability for loss or damages.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

TEA Program Requirement 3: Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At Chico ISD, our staff has made vast improvements with implementing the online resources providing to them with our current textbook adoptions. The purchase of hardcopy textbooks are coming to an end. In our near future, textbooks will only be purchased as digital copies. Students will then need a technology device as well as internet access in order to view their online digital textbook. We have already seen this transitions in classrooms where there was not enough hardcopy textbooks to go around. If we receive the grant, we can assure all students have a way to access their digital textbook at home through the use of chromebooks and a MiFi internet connection. Our classroom instruction has also made a shift towards technology based platforms. Many staff members use online Learning Management Systems to host their classroom assignments. The students access them using their chromebooks and submit many assignments digitally. Currently they only submit assignments at school do to the lack of internet connectivity in many households. If we receive the grant, it will help teachers be able to assign work to be completed at home and give the students more time to work on assignments. For some students, finishing their digital work at home is not a problem because they have internet access. For the students who do not have internet access, being asked to finish their digital work at home is another reminder of their economic status and the disadvantages they have. MiFi's sent home for students in need is another way to assure all students have the tools they need in order to be successful. Classroom management looks different in the elementary classrooms due to different technological tools that help control the flow and behavior of the classroom. Our teachers have used different reward systems and parent communication tools that are ran from their cell phones. Classroom Dojo and SeeSaw are examples and provide the best way to communicate with parents who have internet access at home or on their phones. Both apps allow teachers to give brownie points for good behavior and notify parents if bad behavior occurs too. The teacher is able to share pictures and important notes home to parents via these apps. The problem the teachers face is parents who do not have the option to use the apps because of their lack of internet at home. The parents may sign up for this type of communication not knowing it would require internet. With the lending program, we can assure all parents receive the digital communication from their child's teacher.

TEA Program Requirement 4: Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Chico Elementary School's Online Curriculum:

ABC Mouse(PK); Starfall (PK-1); Accelerated Reader (K-5); IXL (K-5); Learning Ally (1-5); Lexia (1-5); Study Island (2-5); Google Classroom (3-5); Google Suite (3-5)

At CES the PreK students have a program called ABC Mouse. ABC Mouse is an education app that teaches all the basic skills needed for the PreK classroom. ABC Mouse is also available for at home use for the students who have internet access at home. In addition, Starfall, Accelerated Reader, IXL and Learning Ally will help 1st and 2nd graders develop the skills in Reading and Math to prepare them for the 3rd grade STAAR tests. 1st and 2nd graders will be able to use Google Classroom & Suite to enhance Flipped Classroom and Blended, Collaborative, and Project Based Learning.

Chico Middle School's Online Curriculum:

Accelerated Reader (6-8); Learning Ally (6-8); Google Classroom (6-8); Google Suite (6-8); IXL (6-8).

At CMS we offer an online audio book program called Learning Ally. The students who struggle with reading can check out audio books through the Google app and listen to their books while following along with the text. The students at CMS can take their chromebooks home so any student with internet access at home can access Learning Ally to read. Teachers can also assign lesson and projects to be done at home using Google Classroom as a Blended Learning environment.

Chico High School's Online Curriculum:

Study Island- College and Career Readiness (9-12); Plato Credit Recovery (9-12); ICEV Learning (9-12); Rosetta Stone (9-12); USA Test Prep (9-12); Google Suite (9-12); Google Classroom (9-12); Quia (9-12).

At CHS our Spanish class is taught partially by the program Rosetta Stone. The students can work through the self paced lessons to learn Spanish and if they miss a day they can complete the work at home if they have internet access.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID:	Amendment # (for amendments only):
TEA Program Requirement 5: Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
<p>Currently Chico ISD has a contract for 200mg of Bandwidth from our Internet Service Provider. The Fortigate Firewall shows that we use an average of 100 – 150mg at any one time of the day. Our Internet Service Provider has built into our contract that we can increase at any time as needed. There are 3 campus buildings, Elementary, Middle School and High School, in addition, we have an Ag Building and Field House, all of which are physically located on one property. There is Fiber connection between each campus building with the Ag Building and Field House connected with Fiber to the Elementary School. All network drops are done with Cat5e or Cat6 cable, with classrooms having more than one drop. Our Wireless Solution is Aerohive Access Points and we have 42 Aerohives throughout the district all strategically placed to provide the most coverage for the classrooms. (17 at Elementary School, 11 at Middle School and 17 at High School). In addition, we are in the process of adding 23 MoJo Access Points to High School and will be moving the High School Aerohives to Elementary and Middle to add more coverage in needed areas. To protect both staff and students we use a cloud based filter, Securly, which also monitors the students on their Chromebook devices when they take them home. This is our second year with Securly and it has provided excellent filtering. Each person using the Internet within Chico ISD is required to sign in using their Chico ISD Google account which determines the filtering necessary. If grant funds are awarded, our existing network, firewall and content filter can handle the additional devices.</p> <p>The Technology Director has been working in Technology field for 37 years with much of her time in the Business Sector. She has a Bachelor's Degree in Business System Administration and Design and has earned her Masters of Science in Systems Administration as well. The Technology Director has been with Chico ISD 17 years and has helped Chico ISD evolve with technology while working on a tight budget. She has extensive work in Databases and Database management which allowed her to create and maintain an Equipment Inventory Database which tracks not only Desktop, but the iPads and Chromebooks, linking them to the person who is using them, students and staff, helping her to always be able to locate the equipment. The Technology Director's organization skills create an environment of orderly dissemination of assets to both staff and students. She has one High School student aide one period a day, and will be requesting an additional aide in the next school year to help fix and troubleshoot minor problems with staff and student devices.</p> <p>In addition, Chico ISD fortunate to have a full time Instructional Technologist who has 5 years in the classroom and her Bachelor Degree is in Computer Science. She is also in the process of getting her Masters Degree in Instructional Technology to be completed Summer of 2018. The Instructional Technologist helps the teachers use the hardware and software that has been issued to them to the highest potential. As she works with and teachers become more familiar with the technology they can use, student engagement follows. She has been instrumental in facilitating the teachers focus on developing lessons and work in Collaborative Learning, Blended Learning, Project Based Learning and Flipped Classroom settings. She learns new software for teachers quickly and is eager to share with them new ways they can implement it in the classroom. She is organized and manages her time efficiently, with her high energy she is able to meet the demands that are placed on her.</p> <p>Students are given Technical Assistance from both the Technology Director and Instructional Technologist. The Technology Director's office is located at the High School and Instructional Technologist's office located at the Elementary School. High School students requiring technology assistance go to the Technology Director's office and she works with them or repairs their equipment. Elementary School students go to the Instructional Technologist office for help and repair. Both the Technology Director and Instructional Technologist make frequent visits to Middle School and are available to assist them as needed. Students who are utilizing their devices for special projects and need technical assistance can stop by one of the offices before or after school or during lunch to receive additional assistance. Middle School contacts the Technology Director or Instructional Technologist who will make a special point to go help them. If a Chromebook needs repair, they are done in the offices and if can't be repaired a replacement will be issued. The Technology Director's office will serve as a secure location for these devices since it can be locked.</p> <p>The IEP (Individual Education Plan) of special needs students will be utilized as the guideline in providing these students which specialized assistance in technology-based projects. Special needs utilize the Content Mastery Program for additional instructional assistance. If awarded grant funds, our Content Mastery teachers will receive additional training on how to provide technical support for the devices and software so that they can better serve the needs of these students.</p>	

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

TEA Program Requirement 6: Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Director at Chico ISD has designed a database for Technology Equipment that ties the equipment to a student or staff. She will be responsible for issuing new Chromebook devices. The MiFi's will be issued on a per need basis by the Instructional Technologist. Since all students in grades 6-12 have their own 1:1 device there is no case of competing need for computing devices. At these campuses we understand there will be competing needs for the MiFi's. The Instructional Technologist will coordinate the distribution and monitoring of the MiFi devices. She will also distribute and collect the student and parent Technology Lending Agreement Forms. The Instructional Technologist will maintain a master calendar of project-based, blended learning and collaborative learning activities in which the teachers anticipate a high demand for the MiFi's. She will distribute these hot spots to economically disadvantaged students first – those that have a technology use card with the special code. All classroom teachers and students checking out these devices will be trained on inappropriate usage and proper handling.

We are requesting Chromebook devices for 1st and 2nd grade. If awarded this grant and with local funds we will be able to move all students in Grade 1 – 5 to a 1:1 Chromebook initiative thus eliminating any case of competing need for devices in these grade levels. Similar to what we planned on the secondary level.

Modifications to our procedures will be made in the summer if needed and implementation will take place the start of the next school year. If awarded the Technology Lending Grant, Chico ISD will be committed to fund an ongoing annual program to promote proper usage and distribution of electronic devices to all of our students. This effort will ensure the enhanced education of our students and will equip them with the tools necessary to engage in technology-based projects so that they are learning analysis and problem-solving skills. This will also give the teachers the tools to help promote the educational process in their classrooms to keep up with the rigorous demands of our educational system.

TEA Program Requirement 7: Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Chico ISD's local policy states that all equipment purchases over \$100 are inventoried, barcoded and added to the insurance policy. Our Technology Director is responsible for maintaining and updating the district's technology equipment inventory. These records include the model number, serial number, and wifi and MAC addresses. On a quarterly basis, our Business Manager reviews insurance policies to assure that sufficient insurance coverage will exist for these newly acquired devices. In addition, Chico ISD maintains a blanket insurance policy to cover all Technology devices that have been purchased by the district. If awarded these grant funds, the procedures outlined above will be implemented for all devices and MiFi's purchased.

At the end of each school year, each device will be checked in by the Technology Director. Damages will be assessed and charged to the student based on local policy. Repairs and replacements as well as wiping and clearing of the devices will be done to have devices ready to be issued the next school year.

Once checked in, these devices will be stored in a locked cabinet in the Technology Director's Office which also has an outside lock.

In accordance with our local AUP (Acceptable Use Policy), any inappropriate student activity will be dealt with in accordance with the guidelines of this policy. Our Student Handbook addresses inappropriate student use of Technology Equipment as well

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: